



Bedstone College

Sixth Form Brochure
2010-2011

INTRODUCTION

This prospectus has been produced to give you, the prospective Sixth Form scholar at Bedstone College, a clear idea of each A Level course that is offered: why the course should be chosen, the demands that it will make and the requirements needed to enter it, other courses that fit well with the chosen subject, and the possible career options that the course will open up.

It is important that the right choices are made. There must be discussion with Heads of Department, tutors, Housemasters, careers staff and parents before the final choice is made.

The most important criterion for choosing a subject MUST be that you enjoy it. There is little point in choosing a subject just because you were good at it at GCSE level: A Level studies are, in the main, totally unlike their GCSE counterparts.

The pattern of A Levels from September 2000 saw the introduction of a two-part A Level. The first part, the AS Level, is delivered in the Lower Sixth year. In the majority of subjects this consists of two modules taken in January and/or June of the Lower Sixth year. At the end of the year scholars will be awarded an AS qualification.

The AS qualification is worth half an A Level

Scholars may choose to stop the subject at the end of the Lower Sixth year, or to continue on with the second half of the syllabus, the A2 qualification. The majority of subjects will, again, be divided into two modules examined in January and/or June.

At the end of the two year course, the AS plus the A2 will combine to give the scholar the full A Level.

The majority of Bedstone's Sixth Formers will take the equivalent either three or four A Levels. This could be in the form of three full A Levels plus two AS Levels (one of which will be Critical Thinking) or two A Levels and four AS Levels (one of which will be Critical Thinking.) In the first year of the course four subjects plus Critical Thinking will be taken. In the second year of the course either two or three subjects will be pursued to A Level and either one or two AS levels may be taken up by candidates based upon the academic potential.

This booklet tells you nothing of the life of a Bedstone Sixth Former: the difference in the relationship that you will have with members of staff; the increased freedom that you have; the opportunities for responsibility and for leadership that are available; the sporting and social opportunities; the benefits of the Sixth Form Club; and, of course the tutorial support that is ever-present. These are the intangibles of Sixth Form life which set us apart from other institutions. They are the opportunities which fill your CV in later life when others are searching to show that they are fully rounded individuals.

Ask the current Sixth Form about all of this and discover the real differences and benefits of life in the Sixth form at Bedstone.

NOTE: In the unlikely event that an AS course is undersubscribed the College reserves the right to withdraw the course for that academic year

BEING A SIXTH FORMER AT BEDSTONE

The grades that you achieve at A Level are the key to your future and the only way that you will achieve high grades is through motivation - self-motivation. This is the big difference between the GCSE years and the Sixth Form. With the help of your tutor, you will learn how to organise your work load, manage your time efficiently and learn how to work on your own.

The Library will become an essential part of your life: looking up references and learning to summarise them; cross-referencing; reading around the subject and NOT just using the books that have been supplied. To make the most of the Library you must learn how to use it. Your tutor will help and the librarian is nearly always available either to help you find a resource or to obtain it for you.

Learning to take notes properly and then to write them up afterwards using reference books is probably the most important skill you will need to acquire before going to university. Your subject teachers and tutors will help you to develop this fully.

Your progress is assessed every term and an internal report will be written by the subject staff and discussed with you by your tutor and housemaster. If the self-motivation is lacking then progress will be slow and occasionally painful - if you are interested in the subject and make maximum use of your own time then success is assured.

If you find that a subject is not stimulating you, then consider changing the subject - but remember that after the first half term there is often too much to catch up on.

In addition to the lessons there will be lectures from visiting speakers, debates, visits, trips and a variety of other extra-curricular activities that you will need to attend.

Sixth Form life can be exciting and stimulating - provided that you make the effort and never lose sight of the final objective. The two years will disappear all too quickly and you will need to give much thought to the future. The careers department is always available for advice and the careers room is always open.

The Sixth Form Centre, located in the cellars of the main building, provides excellent common room facilities and a staff-run bar is available on Saturday nights – an ideal introduction to student life.

ENGLISH

Exciting changes to the Advanced Level syllabus mean you will find the study of Literature even more fulfilling! Amongst its many benefits, the new AQA specification is designed to encourage you to:

- Read widely and independently both set texts and ones you choose yourself in negotiation with the Head of English
- Engage creatively with a substantial body of texts, basing your approaches on different theoretical standpoints
- Develop literary analysis and evaluation, and encourage a deeper understanding of the various traditions of Literature in English

The modules at Advanced Subsidiary (AS – the first year):

Unit 1: Aspects of the Narrative: this Unit involves close analysis of narrative method in the Novel (or short stories) and in Poetry, partly through the comparison of texts. Assessment is by 'open book' examination (ie: you can take your set texts into the exam with you). Texts studied for examination this year were: Joyce's 'Dubliners', the selected poetry of Hardy and Keats, and the contemporary novel, 'The Curious Incident of the Dog in the Night Time'.

Unit 2: Dramatic Genres: this is the first coursework module in which you will be exploring texts within the dramatic genre of Tragedy, including Shakespeare: scholars studied the Jacobean revenge tragedy, 'The Duchess of Malfi' as one of their texts. New in this specification is the opportunity for scholars to complete a 're-creative' piece of coursework (eg: a dramatic monologue, writing from the viewpoint of a character). Assessment is based on two coursework essays of between 1200 – 1500 words each.

The modules at Advanced (A2 – the second year)

Unit 3: Texts and Genres: 'Elements of the Gothic' invites you to explore the genre through the comparison of two texts, such as Stoker's 'Dracula'. Assessment is by 'closed book' examination.

Unit 4: Further Reading: you will study a minimum of four texts, including a pre-released anthology of critical materials. This will be assessed through a portfolio of two coursework essays, one of between 1500 – 2000 words, the other of between 1200 – 1500 words.

Advanced Level English Literature is a demanding but personally very rewarding course: to achieve well in this subject the amount of reading and writing involved should not be underestimated. Prospective scholars need to be fully committed, therefore: a love of Literature, an independent, enquiring mind, sound analytical skills, a willingness to participate fully in discussion, and good time-management skills are just some of the prerequisites needed. You should have at least a grade B in English and English Literature at GCSE; ideally grade As should be within your capabilities.

You will have the opportunity to attend the Department's 'Gothic weekend' to Whitby – home of Stoker's 'Dracula', in addition to the James Joyce 'orientation' trip to Dublin currently being planned for Easter 2010. Theatre trips are of course a regular feature in the English Department.

With an A Level in English Literature, career opportunities are varied. A university degree in this subject could subsequently lead to working in: publishing, advertising, teaching, the Law, Museums and Libraries, journalism, TV and Radio, the Theatre, bookshops, amongst others.

ENGLISH AS A SECOND LANGUAGE

English as a Second Language is offered throughout the college to those scholars whose first language is not English.

The emphasis in ESL teaching is on communication and on encouraging learner independence through the practice of various skills: reading, writing, speaking and listening. Materials and resources reflect the latest thinking in language teaching and are, as far as possible, cross-curricular.

In the sixth form, you will have the opportunity to take the International English Language Testing System (IELTS) exam. This exam is owned by the University of Cambridge Local Examination Syndicate, the British Council and IDP Education Australia. IELTS results are reported on a nine-band scale, reflecting overall language ability. Four skills are tested: Listening, Reading, Writing and Speaking. Most universities and colleges in the United Kingdom, Australia, New Zealand and Canada accept an IELTS Overall Band Score of 6.0 or 6.5 for entry to academic programmes. IELTS scores are increasingly being recognised by universities in the USA and other countries as well.

MODERN LANGUAGES

As a general rule we Britons have a very poor reputation when it comes to speaking foreign languages. December 1990 saw the breakthrough in the Channel Tunnel, trade restrictions in Europe were eased in 1992, and former country border posts disappeared. January 2002 brought an almost totally integrated Europe with the introduction of the Euro, so it is high time, therefore, that we began taking foreign language learning more seriously. We are going to be severely disadvantaged in the future if we cannot conduct business communications to sell our products or market our services. Great Britain still has not embraced the Euro and indeed most Western Europeans speak English, but that is no reason for us not to try to learn more about our European neighbours, their culture and at least one of their languages.

To this end we offer scholars at Bedstone, French and German to AS and A2 level following the OCR course to final examinations. The emphasis throughout is on communication: scholars learn to analyse and evaluate information from texts, research journals, newspapers etc.: they also learn to express ideas, opinions and feelings, listen, argue a case and convey knowledge both orally and in written reports. A main coursebook covers the main topic areas and all the grammar and vocabulary required for A/S and for A2 in both French and German, but all scholars are encouraged to research themes in the target language, for which the internet and other media are ideal sources.

The course we follow for both languages now comprises four modules, two to A/S worth 50% of the final A2 grade and two further modules to complete A2. Both levels follow a very similar pattern nowadays, with A2 requiring more academic rigour and covering broader issues. Each scholar must prepare a theme for oral discussion at A/S and a couple of further topics for an A2 speaking module and will sit examinations involving a variety of tests to assess reading, writing and listening skills at both levels. An A or B grade at GCSE is desirable for entry to the course.

Languages can be used to complement other subjects in order to enhance career prospects but can also lead to careers in teaching, secretarial work, the Civil Service, libraries, travel and tourism, hotel catering and management, journalism, marketing and distribution and now, with the opening of Europe, law, insurance, business and accountancy join an almost endless list.

AS Modules

- Speaking – role play & discussion of a chosen topic
- Listening, Reading & Writing – variety of tests

A2 Modules – Both AS modules + 2 A2 modules

- Reading & Speaking – unseen topic discussion and chosen topic(s) discussion
- Listening, Reading & Writing – variety of tests

A/S modules may be taken at any time during the course from January of the first year in Sixth form, but it is normal to wait at least twelve months before sitting exams as language learning is a building process and A/S is very demanding. The A2 modules are usually sat at the end of the two-year course. All modules sat throughout the Sixth Form may count towards final A2 grades.

MATHEMATICS & FURTHER MATHEMATICS

Since September 1994 the Maths Department has followed what is known as an A level modular course with the Cambridge Board. Modular A level offers a more flexible approach to study. Students study 6 modules (*though for 2011 this will become 4 modules*) and these are examined separately in each module by a traditional 1 hour 30 minutes written examination. There are two examination sessions a year, January and June.

Study Units - Lower Sixth

In the Lower Sixth, the department offers both A/S Maths and A/S Further Maths. Those doing A/S Further Maths need also to do A/S Maths.

The **A/S Maths** course comprises of three modules:-

Core 1 – This reinforces ideas met on the higher GCSE course in particular, algebraic techniques, graphs, geometry etc. It also introduces ideas of differentiation.

Mechanics 1 – This introduces the laws of motion, including applications to forces and acceleration. This is particularly useful for candidates studying Physics as a separate A Level.

Core 2 – This introduces the concept of integration and develops the Core 1 syllabus further.

The **A/S Further Maths** course comprises of three modules:-

Decision 1 – This comprises of algorithms and techniques for sorting data such as bubble sorts. Network diagrams are also considered.

Further Pure 1 – This extends ideas met in Core 1

Mechanics 2 – Again this extends the ideas of Mechanics 1 and deals with new topics such as circular motion, projectiles and variable forces.

Study Units - Upper Sixth

The **A/2 Maths** course comprises of three modules as follows :-

Statistics 1 - This develops ideas met in higher GCSE Maths such as means, mode, medians and interquartile ranges. New ideas include; permutations and combinations, linear regression & discrete variables.

Core 3 - This develops series expansions, higher level differentiation and integration techniques, binomial theorems and iterative methods.

Core 4 - This develops knowledge of trigonometric functions (in particular how to integrate and differentiate them), vectors and differential equations.

The **A/2 Further Maths** comprises of three modules as follows :-

Mechanics 3 - This comprises of vertical motion, impulse and frame works. Other ideas met in Mechanics 1 & 2 are extended.

Statistics 2 - This comprises of sampling techniques and various distributions.

Further Pure 2 - This comprises of matrix manipulation and higher level algebraic techniques.

Careers: An AS or A-level award in Maths is a highly sought after qualification by many employers. Doors will open onto the following career areas; scientific work, Business, Finance, Banking, Engineering, Civil Service the list is endless.

BIOLOGY

Why Study Biology?

Biology is an interesting and relevant subject. It focuses on the understanding of life processes and helps with the understanding of many of the social issues with which we are faced. Biology is a complex science and offers good training for critical thinking. There are many opportunities for employment in the expanding biotechnology industries alongside the more traditional areas of medical and veterinary science.

- **Entry Requirements:**
Normally, you will need to have a minimum of a B grade pass in **both science and additional science**. If you have studied biology as **a separate science** (all 6 modules), then your chances of success are much higher.
- **The exam courses:**
AS biology consists of three units.
Cells, Exchange and Transport worth 30%
Molecules, Biodiversity, Food and Health worth 50%
Practical Skills in Biology worth 20%.

This is a free standing course which you would be expected to complete in your lower sixth year. The exams will be in June. If you continue onto A2 biology in your upper sixth year, your module marks at AS will contribute 50% of the total required.

A2 biology consists of an extra three modules:

- Communications, Homeostasis and Energy worth 15% of the total
- Control Genomes and Environment worth 25% of the total
- Practical Skills in Biology 2 worth 10%.

The practical skills in both AS and A2 are acquired by practice throughout the course and examined by set tasks performed under controlled conditions. There coursework element takes the form of assessed practicals carried out in class under exam conditions.

The exam papers will be designed to be accessible to students of all abilities, but each paper will include “stretch and challenge” questions designed to give the high fliers the opportunity to show their potential.

Biology is taught in a well equipped laboratory and in a science seminar room with interactive whiteboard and video facilities. The pass rate at A2 has been 100% for several years and many students achieve A and B grades and study the subject or related subjects at their first choice universities. We acknowledge, however, that not all students can access the highest grades and endeavour to achieve the best from all, regardless of ability.

Biology can be taken as a stand alone science, but we find that chemistry is fundamental to achieving top grades and would recommend this an option at least to AS level.

Biology also supports Sports Studies and Geography.

PHYSICS

For those who have a definite career in mind and perhaps want to become engineers, research scientists, doctors or architects, a knowledge of physics is essential.

Requirements for entry into many other professions also demand qualifications in physics. Although not essential, a knowledge of physics can also be useful for others from the business man wanting to understand the processes being used in his factories to a parent answering a child's question.

A physicist tries to understand and explain the behaviour of matter and energy. From such fundamental ideas spring the whole of engineering and technology. Physics is therefore interesting in its own right as an intellectual discipline; it is also fascinating in its practical applications. An A level in physics will demonstrate to your future employer the ability to reason logically and deal with complex information.

Physics is a demanding subject: you require the ability to make careful measurements and interpret those results within a theory of knowledge.

The Scheme of Assessment for the Cambridge AS and A2 requires 2 units and assessment of practical skills.

The modules are taken throughout the year as appropriate.

In addition to seven class periods per week students are expected to work on their own initiative in their private study periods, in the evenings and at weekends. The I ncreased to 8 class periods at A2 level.

- AS MODULES

- Mechanics
 - Electrons, Waves and Photons

- A2 MODULES

- Newtonian World
 - Fields, Particles and Frontiers of Physics

CHEMISTRY

Most scholars embark on AS Level Chemistry having successfully completed the single subject or double award Science at GCSE level at Bedstone. Entry from outside is possible for those who have obtained a good grade in an Integrated Science or Chemistry course. All scholars study the OCR Modular syllabus which consists of four units of assessment. Each unit of assessment is examined in a paper taken in January and June. Together these amount to a standard A level course consisting of Physical, Organic and Inorganic Chemistry. One unit is taken as internally assessed coursework, e.g. Practical ability. Scholars will no doubt find the continuous assessment approach much to their advantage.

The course itself is designed to encourage three major objectives i.e. knowledge and understanding, handling and applying information, and experimental skills. While the serious study of Chemistry at this level demands great application the rewards are worthwhile. A good A level grade can provide a platform for university entrance to any Science/Technology subject. For those wishing to study the pure or applied subject further it will come as no surprise that chemists are involved in a broad range of industrial processes which sweep across the board of modern commercial life. The possibility of involvement in exciting areas such as Medicine, Biochemistry, Agrochemistry, Polymers and Plastics, Textiles, Pharmaceuticals, Cosmetics, Brewing, Environmental Health, Engineering, Forensic Science etc. should provide its own stimulus.

While the course is not for the faint-hearted every assistance and encouragement is given, if necessary on a personal level. The teaching laboratory is bright, modern and well equipped to cope with the demands on a practical discipline while helpful resources such as the library are available outside the classroom. The department prides itself on a good record of examination success with a high proportion of scholars going on to university.

GEOGRAPHY

This new course builds upon the exciting work covered in the GCSE Geography National Pilot Scheme pioneered by eighty schools, including Bedstone College.

AS Level: the course consists of 2 core themes:-

1. Global Challenges :
 - (a) *the World at Risk*
 - (b) *Going Global*
2. Geographical_ Investigations:
 - (a) Physical
 - (i) *Extreme Weather* **or**
 - (ii) *Crowded Coasts*
 - (b) Human
 - (i) *Unequal Spaces* **or**
 - (ii) *Rebranding Places*

These units will be studied in two fifteen week blocks. Students will be encouraged to use a wide range of skills including ICT. Fieldwork at AS level is an essential part of the course, especially in Unit2 (Geographical Investigations). Students will be expected to participate in a residential fieldtrip in the Lower Sixth, as well as attending lectures as members of the Shropshire Geographical Association.

A2 Level: the course consists of 2 core themes:-

1. Contested Planet:

eg, energy security, water conflicts, biodiversity under threat, superpower geographies, bridging the development gap or the geography of technology.

2. Geographical Research

exploration of issues such as tectonic hazards, cold environments, the food supply problem, cultural diversity, pollution & health risk or consuming the rural landscape

How will I be assessed?

The assessment is based on written examinations. At AS level there will be structured questions requiring short-answers and pieces of extended writing. However, at A2 level some pre-release material will be available with more extended writing being required.

What can I do with the course?

Students will gain an understanding of five key concepts which explain the impact that we have on the world:

- Uneven development
- Interdependence
- Futures
- Sustainability
- Globalisation

A number of scholars go on to study Geography at university, or they go onto study related courses such as agriculture, business, construction, engineering, environmental science or planning.

HISTORY

"*Why should I study History?* I don't want to be a History teacher!". This question, or a variation of it, is probably the most common that is asked of any History teacher in any school.

History as a *subject* may have limited application. Not many jobs require you to discuss the development of the spear, or need you to give a minute-by-minute account of the Battle of Hastings. (However, you may be interested in it nonetheless.)

Yet the *skills* that History teaches you, as a *discipline*, are relevant in almost all high-flying careers. Journalists, politicians, designers, civil servants, diplomats, businessmen, presenters...they all need to be able to persuade. That is one skill that History teaches you – writing a persuasive essay, and showing a consistency of argument. Doctors, lawyers, investigators, police, financial advisers...all of these careers need the individual to be able to look at evidence and draw conclusions from it. That is a second skill that History teaches you – using evidence to support your statements. Then there is the argument that History can have an impact where you may least expect it – such as in computer game design!

At Bedstone we study OCR History, which has two units at AS Level and two at A2. The courses selected complement each other, but also provide variation of location and era.

At AS, we study:

- British Political History – Liberals and Conservatives, 1846-1895.
- European Document Studies – Dictatorship and Democracy in Germany, 1933-1963.

The first is an essay-based module, the second a source-based paper.

At A2, we study:

- Thematic History: Russia and its Rulers, 1855-1964
- Interpretations and Investigations: Napoleon I, 1795-1815

The first is a 100-year changes/continuity study, the second is a coursework-based topic.

History need not be studied in conjunction with any other particular subjects – it is widely recognised as an academic force independent of other choices. However, languages and other humanities are perhaps the most obvious courses associated with it. Scholars of History at AS will be expected to have achieved at least a 'B' grade in History at GCSE (if taken, or a 'B' grade in equivalent subjects if not.) All scholars are expected to apply themselves fully to all tasks, to bring enthusiasm and commitment to the subject, and to involve themselves thoroughly in History as both a subject and a discipline.

BUSINESS STUDIES

The AS/A2 course encourages students to develop a critical understanding of organisations, the context in which they operate, the market they serve and the process of adding value. This involves consideration of the internal make up and management of organisations. In particular, decision making in a dynamic external environment. The teaching methodology enables students to develop knowledge and critical understanding of the way businesses operate and develop over time.

The AS level course offers students a sound basic grounding in Business Studies while the A2 level allows students to develop their knowledge and understanding by focusing on a specialised area via the optional module.

Lower Sixth Modules

AS Business Studies is made up of 2 units :-

- An introduction to Business
- Business Functions

Upper Sixth Modules

A2 is also made up of 2 units

- The compulsory unit Strategic Management
- Plus a unit from these 4 options :-
 - Marketing
 - Accounting
 - People in Organisations
 - Business Production

The examination process is varied, including data response questions and case studies; both pre-issued and unseen. An ability to analyse and evaluate material is essential, as is the ability to present findings and views in a logical and coherent manner.

The course assumes previous knowledge of Business Studies at GCSE. However, students with high grades in English and Mathematics will be considered for entrance to the course.

Successful completion of this course opens up many higher education and employment opportunities including:

Management	Human Relations
Accountancy	Marketing and Public Relations
Leisure Management	Purchasing
Teaching or lecturing	Production Control and Management.

Interested scholars are advised to contact Mr Ian Spencer for an informal chat about the course.

DESIGN TECHNOLOGY

The AS/A2 course is intended to offer students the opportunity to study, propose and manufacture prototype solutions to designing and making situations closely linked to the real world of product manufacture.

Topics studied include:- the design process; materials technology; manufacturing methods; prototype, batch and mass production methods; graphic skills including both instrument and freehand drawing as well as rendering and enhancement techniques; practical workshop skills involved in model and prototype making; the use of I.C.T. for presenting reports and data as well as practical use of an exceptionally well equipped CAD/CAM suite; ergonomics; the social, moral, cultural, ethical and environmental impact of design and manufacture.

Growing expertise in these areas will enable students to:- analyse design situations and manufacturing requirements; propose alternate solutions through a variety of media; make, test and, where appropriate, modify models and prototypes; propose and describe suitable materials and manufacturing processes for mass production.

Assessment

AS

Product Design and Manufacture – 60%

This is the coursework module, where scholars are expected to design and manufacture a solution to a problem, based on an identified need.

Examination – 40%

The study of Materials, their properties, manufacturing processes and technologies, CAD / CAM.

A2

Product Design and Manufacture – 60%

This is the coursework module, where scholars are expected to design and manufacture a solution to a problem. The project is based on an a need for a client / user group and involves the need to identify commercial processes.

Examination – 40%

The further study of Materials, their properties, manufacturing processes and technologies, CAD / CAM.

Design Technology is widely accepted as a science subject for university applications, it provides a good insight into Engineering (Mechanical, Aerospace, Materials), Manufacture Technology, Product Design, Architecture to name but a few. Careers in these subjects are very rewarding and opportunities for employment are very strong.

ART

John Ruskin, the eminent Victorian Art Critic and thinker, said 'Fine Art is that in which the hand, the head, and the heart of man go together'. An all-round education is more than the training of the intellect; indeed, it is more than the developing of skills, though these are important aspects of personal development. But there should be room for all students to develop their intuition and imagination.

Art, as a subject available at Bedstone College, is one realm where manual, intellectual and intuitive qualities can be explored together, and study in this subject can be extended to AS and A2 Levels. For those students with other ambitions, Art is a good subject for adding breadth to their studies, and is more often than not a distinct advantage in getting students a place at University, whatever their chosen course, given that Art is seen as a good indicator of an applicant's creative potential. Universities are often more interested in the breadth of an education than in narrowly focused skills.

Of course, where students are interested in extending their Art education at a higher level, they are given every encouragement. The department is very supportive, giving advice, and support in formulating the required portfolio. A profession as a Fine Artist is a precarious one, but there are many areas in the Arts which have good career paths, and include; Graphic design/Illustration/Advertising; Photography; Industrial design; Interior design; Architecture; working in the Studio Crafts; textile and Fashion design; Teaching; and many more.

The study of drawing and painting, as expressive media, is an important part of the course, but there is scope to explore ceramics (both functional and sculptural), printmaking as well as digital media. It is important that students have an experience of a broad range of media, and scale, in exploring the variety of ways in which they express themselves. The Advanced course is designed to allow for a good level of self-discovery, in a controlled environment. While it may be that students wish to study art for one year only, to AS level, they are encouraged to sustain their study for the full two years, to A2, as the second year will bring greater maturity, individuality and independence to their work. It is important to note that the work at both levels is very intensive, in order to produce the quantity of coursework required by the syllabus.

AS has two modules: No.1 is the coursework portfolio which is entirely practical. No. 2 is the externally set 'Controlled Assignment' which includes a 5 hour examination.

A2 has two modules: No 1 is the Personal Investigation; coursework which is both practical and written. No. 2 is the externally set 'Controlled Assignment, A2' which includes a 15 hour examination.

Projects begin from a common starting point, and develop through a series of objectives designed to; i) enhance existing skills; ii) explore and discover the prevailing culture; and iii) assimilate this knowledge, through imagination, into a student's own ideas.

While the course is designed to allow students to acquire some idea of what it is to be an artist, it is not intended only for those who wish to seek a profession in the Arts. Pure enjoyment of the subject coupled with a demonstrated ability to tackle subjects in an analytical, interpretative and imaginative way will be the pre-requisite for all students considering this subject at 'A' Level. Candidates should have achieved either a grade 'A' or 'B' at G.C.S.E., and should be ready and willing to do a great deal of work in their own time.

[*History of Art for the academically able, is available as a further option. Please see Head of Department for details.](#)

SPORTS STUDIES/PHYSICAL EDUCATION

Outline

These AQA Advanced Subsidiary GCE and Advanced GCE Physical Education specifications take a multi-disciplinary approach, encouraging a wide range of disciplines, with the focal point being the performer and the performance. The specifications are based on the interaction between the theory and practice of Physical Education.

Specification Content :

AS Unit 1: Opportunities for the effects of leading a healthy and active lifestyle.

Assessment

Written Paper:	2 hours
Weighting	60% of total AS Level marks 30% A Level marks

Candidates are required to answer seven questions from Section A and one from section B. Section A will require candidates to answer questions on applied physiology, skill acquisition and opportunities for participation. Section B will examine the application of theoretical knowledge to a practical situation

Unit 2: Analysis and evaluation of physical activity as performer and/or in an adopted role/s

Assessment

Internal assessment with external moderation: 100 marks

Weighting	40% of total A/S Level marks 20% of A Level Marks
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Candidates are assessed on their ability to perform, analyse and evaluate the execution of core skills/techniques in isolation and a structured practice as either: a player/performer and in an adopted role or in two adopted roles

Section A requires candidates to be assessed on their ability in two from a choice of 3 roles.

Section B will look at the theoretical factors that improve performance. Candidates are assessed on this element through the section B question in Unit 1.

GCE Physical Education (2580)

A2 outline

At A2, the specification enables candidates to further develop their understanding of key philosophical concepts, themes, texts and techniques. Candidates will be given the opportunity to specialize further, selecting two themes to study in depth and focusing on philosophical problems through the study of a key text. Problem areas relate to other areas of the specification and candidates will be able to draw on, develop and apply material from both the AS and A2 modules.

The A2 specification has 2 units:

Unit 3: Optimising performance and evaluating contemporary issues within sport

Assessment

Written Paper: 2 hours (84 marks)
Weighting: 30% of total A Level marks

Candidates are required to answer six questions, two from Section A, two from Section B and two from Section C.

- Section A looks at how the application of physiological factors can optimize performance.
- Section B looks at how the application of physiological knowledge can optimize performance
- Section C evaluates contemporary influences in sport and their impact on the performer.

Unit 4: Philosophical Problems

Topic list

Assessment

Internal assessment with external moderation : 120 marks
Weighting: 20% of total A Level marks

Candidates are assessed on their ability to perform, analyse and evaluate their own performance of core skills/ techniques in a competitive situation as either a player/ performer or in an adopted role.

Then using their knowledge and understanding identify their weaknesses; suggest the causes of these weaknesses and appropriate corrective measures.

CRITICAL THINKING

Critical Thinking is a course at AS level that scholars at Bedstone College are expected to follow.

AS level: the course consists of 2 core themes:-

1. The Credibility of Evidence
2. Assessing and Developing Argument

These units will be studied in two fifteen week blocks. Students will be encouraged to use a wide range of skills including ICT.

A2 level: (*) the course consists of 2 core themes:-

1. Resolution of Dilemmas
2. Critical Reasoning

() This course will run if there is sufficient demand*

How will I be assessed?

The assessment is based on written examinations. At AS level there will be structured questions requiring short-answers and pieces of extended writing. All questions are compulsory. However, at A2 level there will be more extended writing required.

What can I do with the course?

Scholars will gain a range of analytical skills that can be applied to a wide number of subjects. There is growing evidence that some universities are using Critical Thinking as a discriminator when selecting prospective students.